

Field-based Activities Reflection

Lynda Hoffpauir

Internship in Educational Technology Leadership

Field-based Activities Reflection

The single most valuable event during this program was the field-based activities. During the span of the last eighteen months, we have experienced hands-on training in real-life settings. We have had the opportunity to work one on one with teachers, students, parents and administrators. Additional highlights include working with new technology equipment and participating in group activities. In short, the amount of knowledge gained while working through the internship plan and completing the hours are irreplaceable.

Dividing the List

At times during the program, I was not certain the information I gained would be applied in a real setting. There were times when the course did not apply to my current job duties. However, during the past several months I was able to apply the knowledge in a number of real settings. The field-based activities concept catered to my learning style. I am the type of learner that needs to touch, see and hear the material to absorb the information. The tasks included individual and group orientations but both were very beneficial. I learned a lot about myself during these activities. I learned during individual activities to leave plenty of time to experiment and practice. During group activities I learned to delegate and be a team player. The group activities were especially stressful as I am one who loves to be in control. One of the best options was being able to act upon the processes by trial and error. During my reflection writing I realized that the activities I completed could be divided into three groups. The groups would be trainings attended, trainings conducted and research/review. Each group contains several hours of activities and includes each of the 33 ISTE Technology Performance Indicators.

Site mentors

The first activity was meeting with my site mentors. During the first course, I felt out of place because I did not work at a district. As I started to consider a site mentor I was very nervous. I was very afraid of not being affiliated with a school district. In the end, I requested four people to serve as site mentors. The first person I contacted was Scott Campbell, the superintendent at East Chambers ISD. This is my hometown school and my alma mater. My two sisters also work at the district and my husband is on the school board. I felt all of these connections would give me access to the data, contacts, personnel and information needed. Additionally, I felt I needed to apply the field-based activities to my current position at Region 5 Education Service Center. I contacted April Petitt, Krin Bryson and Dr. Danny Lovett, and all three agreed to serve as my site mentors at Region 5. I know this may seem like overkill but I was so worried about covering the internship that I felt it was necessary.

Trainings Attended

My very first activity was attending a full day presentation at the Region Center. The training session covered presentation skills and how to use music during your trainings. This activity addressed Standard II. Planning and Designing Learning Environments and Experiences and Indicator TF-II.B.1 Assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences. Additionally, this activity addressed Standard III. Teaching and Learning, and the Curriculum and Indicator TF-III.D.1 Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and /or lab settings (Williamson & Redish, 2009). The training included using music and small break out groups to create teaching strategies. The presenter also covered the material from a teacher stand point. As we viewed both perspectives it helped me so much to see the techniques from a teacher's view. I am not a teacher, so my

previous knowledge of teaching was lacking the newer fresher aspect of today's classroom. I used this opportunity to consult with technology leaders in an effort to research media equipment to enhance classroom presentations using media and music.

I had a wonderful opportunity during the internship to attend a technology conference in San Antonio at Region 20 Education Service Center. Our Region 5 Education Service Center also conducted a technology conference during this time. I attended both conferences and assisted in many ways by working the booths, facilitating meetings/trainings and also helped developed a small portion of one of the training sessions. Both of the activities addressed a number of the standards and indicators. The first is Standard I. Technology Operations and Concepts and Indicator TF-I.B.3 Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts. The professional development opportunity during the conferences was overwhelming. I was able to compare what I knew about the current state of technology in education to a new fresher look. I was shocked to learn that the new wave of technology had truly passed me by. I spent a significant amount of time at the vendor booths and discussing new processes and ideas. The vendors also had a number of examples and demonstrated the equipment and techniques. This really helped me to gain a better insight into the new products. I was able to return to work and class and share what I learned during the conferences. I feel this will help me in the future to stay abreast of current trends. Other standards covered by the attendance of the conferences are Standard III. Teaching, Learning and the Curriculum and Indicator TF.III.C.1 Use methods and strategies for teaching problem-solving skills using technology resources. Standard V. Productivity and Professional Practice and Indicators TF.V.A.1 and TF.V.B.1 that addressed professional development and reflecting on practice. Standard VI. Social, Ethical, Legal, and Human Issues and Indicator

TF.VI.B.2 Identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.

The final training I attended was conducted at Region 5 covering *iPads*. This training covers Standard II. Planning and Designing Learning Environments and Experiences and Indicator TF-II.A.3 Assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technology. This training had a huge impact on me in that I learned a lot about working with students with special needs. I also learned a tremendous amount of information regarding a new technology tool that could be used in the classroom setting. I loved that the training was in a lab and hands on with the new equipment. We actually received ours at the workshop and the instructor walked us through the setup steps. I was able to share this new experience with many of my colleagues and clients. I am looking forward to trying new techniques in the future.

Trainings Conducted

The trainings I conducted during my internship included basic computer skills, open source products, software applications, distance learning equipment, survey products, internet connectivity and additional topics. In all, I conducted five different trainings covering a number of topics in each training session. The trainings covered a number of Standards and several indicators. Standard I. Technology Operations and Concepts and Indicator TF.A.1 Assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans. Standard II. Planning and Designing Learning Environments and Experiences and Indicators TF-II.D.1, TF-II.E.1, TF-II.F.1. The indicator D.1 provides teachers with options for the management of technology resources within the context of learning activities. Indicator E.1

provides teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies. The last indicator, F.1 is to assist teachers as they identify and apply instructional design principles associated with the development of technology resources. Standard III. Teaching and Learning, and the Curriculum and two indicators. The first is TF-III.A.6 to use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment. The second is TF-III.B.1 to use methods and strategies for integrating technology resources that support the needs of diverse learners, including adaptive and assistive technology. All three areas were covered in Standard IV. Assessment and Evaluation. The three indicators were TF-IV.A.2, TF-IV.B.1, and TF-IV.C.1. TF-IV.A.2 is assisting teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data. TF-IV.B.1 is guiding teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. The last indicator covered is TF-IV.C.1 to assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity. Standard V. Productivity and Professional Practice and two indicators. Indicator TF-V.C.4 using a variety of distance learning systems and use a least one to support personal and professional development. Indicator TF.V.D.1 modeling the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning. The trainings I conducted also covered three indicators under Standard VI. Social, Ethical, Legal, and Human Issues. Indicator TF-VI.A.1 developing strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of

technology. Indicator TF-VI.D.1to assists teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology. Finally, Indicator TF-VI.E.1 to recommend policies and implement school/classroom strategies for achieving equitable access to technology resources for all students and teachers.

The next activity was to conduct a one-day conference with the goal of introducing our new web-based product. I held several meetings to plan, organize, schedule, develop and finalize the preparations for the conference. This activity was a real surprise for me in that it took a lot of time from the first planning stages to the end of the conference. During the course we studied a book by Dana (2009) that was a great resource to the planning of the conference. There were a number of list and ideas that were beneficial to planning a project and seeing it through to the end. This activity covered four indicators under Standard VIII. Leadership and Vision. Indicator TF-VIII.A.1 is discussing and evaluating current research in educational technology. TF-VIII.B.1 is to discuss the history of technology use in schools. TF-VIII.C.1 is to discuss the rational for forming school partnerships to support technology integration and examine an existing partnership within a school setting. The last indicator is TF-VIII.D.7 is to examine issues related to hardware and software acquisition and management. During a recent book study De Pree states the first responsibility of a leader is to define reality (2004). This statement really hit home with me during the activity of the conference. There were so many responsibilities and so many tasks. It was very trying and I had to learn to depend on people in other areas to carry some of the duties.

Research and Review

I really loved attending the conferences and I really liked doing presentations but the research and review tasks were awesome. I was unaware of the amount of information I was

missing. I do not know much about teaching strategies and classroom curriculum. The internship hours in this section were very beneficial in helping me pull it all together. I had the privilege of working with a programming team in a number of areas. This was so interesting and I was completely spell bound by the level of expertise the programmers hold. I was also invited to attend the regular meetings of the Region 5 Education Service Center Technology Coordinators. This group consists of a technology coordinator from each district. The number of years of collective experience in this group is unbelievable. It is a complex group with a wide range of members from new comers to veterans. I was very intimidated by the programmers and coordinators during the meetings. I learned to be a part of the teams by studying terminology applicable to both fields. The language barrier was difficult and we all spoke English. I was able to take this experience back to the discussion boards, web conferences, group activities and my work environment. I will continue to work with both groups as often as I can. I feel I can only benefit from learning and growing. The standards covered by the activities are Standard II. Planning and Designing Learning Environments and Experiences and Indicator TF-II.C.2 modeling technology integration using resources that reflect content standards. Standard III. Teaching, Learning, and the Curriculum and Indicator TF-III.E.2 using major and research findings and trends related to the use of technology in education to support integration throughout the curriculum. Standard VI. Social, Ethical, Legal, and Human Issues and Indicator TF-VI.C.1 assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences. All three indicator areas are covered by these activities in Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments. Indicator TF-VII.A.8 by working with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student

learning. TF-VII.B.6 by using distance and online learning facilities. TF-VII.C.1 supporting technology professional development at the building/school level utilizing adult learning theory. Completing the 33rd indicator will be under Standard VIII. Leadership and Vision. The indicator is TF-VIII.E.1 examining components needed for effective field-based experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing change related to technology use in school-based settings.

Rounding off my thoughts regarding my entire internship is difficult to say the least. I am thinking back over the presentations during the face to face trainings conducted in computer labs. The experience was unique in that I had to make certain all 20 computers were setup properly. I had to rely on other people constantly and this is a foreign concept to me. The work in the distance learning lab was also very interesting. I attended meetings held over distance learning and conducted meetings also. The one day conference I held was also broadcast to all of our attendees. There were at least twelve districts connected and viewing the training document over the screen. A great advantage to using the distance learning lab is the ability to record the presentation for later review. All of these experiences were outstanding and allowed me to become familiar with the equipment and techniques.

References

- Dana, N. F. (2009). *Leading with passion and knowledge: the principal as action researcher*. Thousand Oaks, Calif.: Corwin Press, a Joint Publication with the American Association of School Administrators.
- Pree, M. (2004). *Leadership is an art*. New York: Currency.
- Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards: what every K-12 leader should know and be able to do*. Eugene, Or: International Society for Technology in Education.